

Category	4	3	2	1	0
Goals Uniform on all grant funding opportunities	Identify 2 clear, tangible, and actionable school garden goals. How will this grant help achieve these goals?				
	2 clear, tangible, and actionable goals are identified that are unique to the school garden. The goals are timely and feasible within the upcoming school year. Actionable steps are identified.	2 clear and tangible goals are identified and a basic description of how the grant will help achieve the goals is mentioned.	2 unclear or confusing goals are identified and a basic description of how the grant will help achieve the goals is mentioned.	1 goal is identified. No description as to how the grant will help achieve the goal(s) is included.	No goals are identified.
Plan for Grant Funds Uniform on all grant funding opportunities	How will the grant funds (\$500) be used? Funds can be used to purchase soil, specialty crop seeds and plants, and gardening equipment during the 2022-2023 school year.				
	A detailed and well thought out description of what will be purchased is provided. The description includes an itemized budget that totals \$500. All items are allowable.	A detailed description of what will be purchased is provided. All items are allowable.	A general description of what will be purchased is provided. All items are allowable.	A general description of what will be purchased is provided, but items that cannot be funded are mentioned.	No specific details or plans for grant funds is provided.
Farm to School Committee Uniform on all grant funding opportunities	Evidence shows that programs that have a farm to school committee with a diverse group of stakeholders are most successful. Who is on the committee and how will they support the school garden? If you don't have a committee, please share plans to create one.				
	A detailed description or plan for a farm to school committee is included. Information is provided about inclusion of a diverse group of committee members AND designation of committee member roles for supporting the school garden. Diverse committees have a variety of stakeholders included, such as someone from school administration, in addition to other school staff, teachers, students, and community members.	A detailed description or plan for a farm to school committee is included, with information provided on inclusion of a diverse group of committee members OR designation of committee member roles for supporting the school garden.	A farm to school committee exists or is being planned. A few people (3-4) are mentioned.	A farm to school committee exists or is being planned. Only a couple of people (1-2) are mentioned.	No farm to school committee is mentioned.
Education	How will the school garden support student learning? Consider curricula, clubs, field trips, farmer visits, and other learning opportunities.				
	An account of how the school plans to, or currently does, integrate garden instruction into classroom curriculum is provided , including details of frequent hands-on opportunities. Multiple additional educational opportunities are mentioned such as a school garden club, field trips, farmer visits, etc.	Frequent hands-on opportunities exist or are being planned for students to learn in the garden tied to classroom curriculum. One additional educational opportunity is mentioned such as a school garden club, field trip, farmer visit, etc.	Opportunities exist or are planned for students to learn in the garden in hands-on classes.	Opportunities exist or are planned for students to learn in the garden in lecture style classes.	No educational opportunities are mentioned.
Community	How will the community support the garden? Consider local community members, organizations, and businesses, and explain how they will contribute.				
	4 or more community stakeholders from farms, businesses, non-profits, and/or organizations are included as being currently or potentially involved in the garden.	3 community stakeholders from farms, businesses, non-profits, and/or organizations are included as being currently or potentially involved in the garden.	2 community stakeholders from farms, businesses, non-profits, and/or organizations are included as being currently or potentially involved in the garden.	1 community stakeholder from a farm, business, non-profit, and/or organization is included as being currently or potentially involved in the garden.	No community collaborations are mentioned.
Harvest	How will the school use produce harvested from the garden?				
	A detailed plan for the garden produce is provided. The plan is well-thought-out and indicates the school's readiness to utilize garden produce in an innovative manner , such as creating a school farm stand, utilizing produce in school concessions, or another novel idea.	A detailed plan for the garden produce is provided. The plan is well-thought-out and indicates the school's readiness to utilize garden produce in an effective manner , whether it is distributed back to the community (backpack programs, take home meal kits, foodbank donation), integrated into the school meal program, and/or used to educate students (taste tests, Harvest of the Month/Season, cooking demonstrations).	A semi-detailed plan for the garden produce is provided. The plan indicates the school might be ready to utilize garden produce in an effective manner.	A plan for the garden produce is provided, but it is not detailed and may not indicate the school's readiness to utilize garden produce in an effective manner.	No plans for produce were mentioned.
Sustainability	How will the school garden continue after the grant ends? Consider summer maintenance, professional development for staff members, funding, and district support.				
	A detailed description of how the garden will be sustained after the grant ends is provided, including most or all of the following pieces: successful and collaborative summer maintenance, professional development for many staff members, a range of funding streams, and farm to school priorities supported by the district.	A semi-detailed description of how the garden will be sustained after the grant ends is provided, including 2 or more of the following pieces: summer maintenance, professional development, funding, or district support.	A description of how the garden will be sustained after the grant ends is provided, including 1 of the following pieces: summer maintenance, professional development, funding, or district support.	A vague description of how the garden will be sustained after the grant ends is provided.	No sustainable practices are mentioned.